

Keyser, Janis. *From Parents to Partners: Building a Family-Centered Early Childhood Program*. St. Paul, MN:Redleaf, 2006. Print.

### **1. Practice Resolving Conflicts Raised by a Parent**

Here is a possible parent-raised conflict to start with:

“My daughter came home yesterday with two scratches on her face and nobody said a word about it to me. What kind of place are you running here?”

### **2. Practice resolving a teacher-raised conflict**

Here is an example:

Three-year-old Dora comes to school each day with her lunch box full of cookies and sugar drinks. You would like to talk to her family about sending a more nutritious lunch.

### **3. Practicing Limit Setting with Families**

Choose one or more of the examples below. Role-play or brainstorm with coworkers how you would set limits with parents in these situations:

- a. Kayla’s, Aunt Sally often picks her up from preschool. You had had cordial conversations with her in the past. Today, when Sally shows up, she smells strongly of alcohol and seems tipsy. She tells you that she has had a horrible day. What do you do? How do you respond?
- b. Jason’s father works two jobs and goes to school. He has been coming later and later to pick Thomas up, and today, he is thirty minutes late. You have tried to hint to him about coming on time, but it hasn’t seemed to make a difference. What do you do? How do you respond?
- c. When Jordan and his mother arrive in the morning, you notice little round red welts on his arms. When you ask his mother about them, she says that she doesn’t know anything about them but he has spent the weekend with his dad. When she picked him up from his dad’s, his father seemed angry and said he was spoiled and needed more discipline. What do you do? How do you respond?